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**Module 9A**

# **Grade Two Thematic**

# **The Wonders**

# **of Nature**



**Home Instructor's Guide: Days 1-9**  
**and**  
**Assignment Booklet 9A**



**Learning  
Technologies  
Branch**

**Alberta**  
LEARNING



Grade Two Thematic  
Module 9A: The Wonders of Nature  
Home Instructor's Guide: Days 1–9 and Assignment Booklet 9A  
Learning Technologies Branch  
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**The Learning Technologies Branch acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Home Instructor's Guide and Assignment Booklet.**

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Learning, <http://www.learning.gov.ab.ca>
- Learning Technologies Branch, <http://www.learning.gov.ab.ca/lrb>
- Learning Resources Centre, <http://www.lrc.learning.gov.ab.ca>

The use of the Internet is optional. Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

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## **Module 9A: The Wonders of Nature**

### **Day 1 to Day 9**

In this module the student will be reading and talking about nature and how animals and weather patterns affect the environment. The student will learn how to care for and protect the environment.

Particular topics will include wind, rain, water, storms, and bats. The student will explore the wonder and power of each.

The physical education component will focus on gymnastic skills. If the weather allows, do the activities outdoors. If you have not already done so, consider enrolling the student in gymnastics classes and/or team sports.

### **Reading Resources**

In Module 9B the student will be learning about bats as wonders of nature. Visit the library prior to Day 10 with the student to obtain books and videos about bats.

As in the other modules, basic reading resources for this module are provided. In addition, it is recommended that you and the student visit the library to borrow the suggested books in the following list to augment the student's learning.

The following books are suggested reading resources for the days listed. If possible, obtain one or more books from each category. Any of the "Books to Be Read Aloud" can be shared with the student during Story Time.

### **Day 1 to Day 3**

#### **Books to Be Read Aloud**

*Make Things Fly: Poems About the Wind* by Dorothy Kennedy

*Sasha and the Wind* by Rhea Tregebov

*Windsongs and Rainbows* by Burton Albert

*Windy Day Stories and Poems* by Caroline Feller Bauer

*Follow That Hat!* by Pierre Pratt

*The Gates of the Wind* by Kathryn Lasky

*Gilberto and the Wind* by Marie Hall Ets

#### **Books to Be Read Alone or with a Partner**

*Simon and the Wind* by Gilles Tibo

*What Will the Weather Be Like Today?* by Paul Rogers

*The Wind Blew* by Pat Hutchins

*The Windy Day* by Halina Below

*The Work of the Wind* by David Lambert



**Books by Loris Lesynski**

*Boy Soup: Or When Giant Caught Cold*

*Ogre Fun*

*Catmagic*

*Dirty Dog Boogie*

**Day 5 to Day 7**

**Books to Be Read Aloud**

*Blown Away* by Julie Lawson

*How Does the Wind Walk?* by Nancy White Carlstrom

*The Strongest Man This Side of Cremona* by Georgia Graham

*The Wish Wind* by Peter Eyvindson

*Voices on the Wind: Poems for All Seasons* edited by David Booth

**Books to Be Read Alone or with a Partner**

*Sail Away* by Donald Crews

*The Sailor's Book* by Charlotte Agell

*Where the Wind Sleeps* by Carole Glasser Langille

*Wind: Science Secrets* by Jason Cooper

**Day 9**

**Books to Be Read Aloud**

*Grandpa's Visit* by Richardo Keens-Douglas

*Fireflies for Nathan* by Shulamith Levey Oppenheim

*Franklin and the Thunderstorm* by Paulette Bourgeois

*It's Raining, Yancy and Bear* by Hazel Hutchins

**Books to Be Read Alone or with a Partner**

*City Storm* by Mary Jessie Parker

*Little Bear's Visit* by Else Holmelund Minarik

*Outside, Inside* by Carolyn Crimi

*The Storm Book* by Charlotte Zolotow

**Websites**

These websites feature a variety of books at the student's level and interest:

- <http://www.bookadventure.org>
- <http://www.scholastic.ca>



## **Computer Software**

*The Amazing Writing Machine*, The Learning Company  
*Crayola Print Factory*, IBM  
*Everything Weather*, Sunburst/Hyperstudio  
*The Water Planet*, Wards Natural Science  
*Word Search Creator*, Neptune Computer Technology

## **Music**

These resources may be used as a follow-up to Music and Movement lessons:

### **Day 17 to Day 18**

#### **Tapes/CDs**

“Save What’s Left,” on *Let’s Clean Up Our Act*: Tom Callinan and Ann Shapiro  
“We Recycle,” on *We Recycle*: The Van Manens  
“Garbage No No No,” on *Let’s Help This Planet*: Kim and Jerry Brodey  
“Mercy Mercy Me (The Ecology),” on *What’s Going On*: Marvin Gaye  
“Big Yellow Taxi,” on *The Earth Day Album*: Joni Mitchell

#### **Books/Stories/Poems:**

“Sarah Cynthia Sylvia Stout Would Not Take the Garbage Out” by Shel Silverstein: *Where the Sidewalk Ends*  
*Dora the Storer* by Helen East and Katinka Kew  
*Earthways—Earthwise: Poems on Conservation* by Judith Nicolls  
*50 Simple Things Kids Can Do to Save the Earth* by The Earthworks Group

#### **Films/Videos**

*Stay Away from the Junkyard*, Reading Rainbow PBS Series  
*Journey of the Blob*, National Film Board of Canada

## **Field Studies**

Some suggestions for field trips are as follows:

- Visit a recycling centre or depot to learn what becomes of garbage that has been recycled.
- Go to a factory or plant to learn how to prevent pollution from getting into the water, land, or air.
- Take the student to a nature conservation area, such as the John Janzen Nature Centre, Strathcona Wilderness Centre, or Elk Island National Park, to observe the natural environment and to learn how people can enjoy it without harming it.



- Visit a local zoo or a natural history museum to learn about bats and other animals.
- Visit a sewage treatment plant.

Guest speakers may include the following:

- Invite an environmental action group member to speak about the group's plans and actions.
- An employee of a local nature conservation area, university department, zoo, or park could talk about bats and the environment.

## **Suggested Activities**

At any time during class time, or after the day's lessons are completed, you may want to reinforce some of the learning. The following are suggested activities the student might enjoy:

- Sort and read the high-frequency and spelling words on the coloured index cards:
  - alphabetically
  - by length (from short to long, then long to short)
  - by the same sounds (in any part of the word)
  - by easy words
  - by tricky words
- Read and clap out the syllables in high-frequency and spelling words.
- Use modelling clay to construct a word. The student can roll out and shape the letters of a word, place them on cardboard, and feel the shapes of the letters while saying them aloud.
- Make a set of cards from the words in each selection to play Bingo.
- Have a puppet show. The student, alone or with family members or friends, can make simple puppets out of craft sticks and cardboard for faces, and then select a story or joke to act out.
- Play a dictionary game. One player finds a word in the dictionary and gives clues to the other players, such as "It's found in the beginning section of the dictionary. It's found under the guide letter A. The second letter is P. It's a fruit."
- Play "I Spy What the Wind Is Blowing" outdoors with family members and friends.
- Make wind chimes.
- Make a family list called "Do and Don't Use Water That Way in the Home."
- Make and fly a kite.
- Experiment with ways to measure the strength of the wind, which way the wind is blowing, or how much rain or snow falls.



- Make waves. Put ten drops of food colouring into a jar. Add water until the jar is half full. Add vegetable oil to nearly fill the jar. Place the jar on its side and rock it to make waves.
- Take the student at dusk to an area where bats live and watch for bats as they come out to feed.
- Encourage the student to become involved in community projects, such as newspaper drives, a community recycling program, a community clean-up, and a bottle- and can-collecting fundraiser.
- Encourage the student to support an endangered animals program.

### **Resources Supplied with Module 9**

- *JEUX D'ENFANTS/Children's Games* CD
- *Music and Movement in the Classroom* CD #1 and CD #2
- *Ideas That Sing! Volume 1* CD
- *Collections Writing Dictionary*
- *Collections* book: *Feel the Power*
- *Collections* booklet: *It Is Snowing*

The following material from the Appendix should be removed and ready to use prior to the lessons:

- Calendar Page (if you are continuing Calendar activities)
- Calendar Picture (if you are continuing Calendar activities)
- A Web of Snow
- Homonym Concentration Game
- Story Elements Map
- Fruit Eating Bat
- Insect Eating Bat
- Endangered Bats
- Story Map of "How Raven Made the Tides"
- I Like the Beach

The Appendix materials from previous modules to be used as references are the following charts:

- "Before Reading"
- "After Reading"
- "Reading Strategies"
- "Writing Tips"
- "Sources of Information"
- "Learning to Spell a Word"
- "The Writing Process"
- "Editing and Revising"
- "Learning New Words"
- "A Good Storyteller"



**Materials You Need for Module 9**

In addition to the resources that come with the course, the student will require the following materials.

The materials required should be readily available in the classroom. Ensure any materials needed for the day's lessons are collected and organized beforehand.

- paper of various types and sizes
  - lined and unlined
  - legal size unlined paper
  - Bristol Board
  - construction paper
  - poster paper
  - sheets of coloured paper
- index cards (coloured and white)
- books, magazines, other reading material
- old magazines, calendars, store flyers, catalogues (to use for projects)
- HB pencils and eraser
- crayons (wax and pencil), watercolour set, and a paintbrush
- pastel crayons and charcoal
- red, yellow, and blue powdered paint
- masking tape
- yarn scraps
- any type of modelling clay
- letters of the alphabet
- tape recorder, blank audiocassette, and a microphone for recording (some recorders have built-in microphones), or a computer with recording capability
- CD player
- duo tang with loose-leaf paper for a journal
- globe, atlas, map of Canada
- large needle or hole punch
- plastic straws
- coat hanger
- crepe paper
- magazines, travel brochures, newspapers with pictures of the beach
- shells, small pebbles
- 16 cm by 12 cm piece of cardboard
- craft sticks



## Daily Summary

### Day 1

#### Materials You Need Today

##### General Supplies

- ☐ box containing required materials

##### Calendar Time (if you are continuing this activity)

- ☐ current month's calendar and materials

##### Math Time

- ☐ Grade Two Mathematics program

##### Music and Movement

- ☐ CD player
- ☐ *Music and Movement in the Classroom* CD #1

##### Language Arts

- ☐ *Collections: Feel the Power*
- ☐ Thematic Assignment Booklet 9A
  - Day 1: Assignment 1

##### Journal Time

- ☐ journal

##### Silent Reading

- ☐ books, magazines, or other favourite reading material

##### Health and Life Skills

- ☐ Thematic Assignment Booklet 9A
  - Day 1: Assignment 2

##### Looking Back

- ☐ Thematic Assignment Booklet 9A
  - Day 1: Learning Log

##### Story Time

- ☐ mutually chosen reading material



**Calendar Time** (Time recommended: 10–30 minutes)

If your student has mastered the months of the year and the days of the week, you may wish to shorten the time spent on calendar activities or go directly into the day's lessons. The materials for Calendar Time will continue to be included in the Appendix of the Student Module Booklet for your use. Follow the daily procedure from previous modules if your student needs more practice with these skills. Calendar Time will continue to be cited in the Student Module Booklet and the Home Instructor's Guide with a generic statement to follow the previous routine.

If you are continuing with a calendar from the previous module, begin your usual Calendar Time routine. When you finish the calendar you are working on, follow the procedure below to start a new month.

If you are starting a new month, take out a new calendar page and calendar picture from the Appendix of the Student Module Booklet and help the student fill in the name of the month and the numbers for the days of the month. Have the student draw a picture for the month. The drawing can be of a scene that reflects the month's weather or season or of a special event that occurs during the month (for example, a family birthday, a family gathering, or a holiday).

Calendar Time activities help the student develop a sense of order and time. Learning the days of the week and the months of the year will provide many chances for the student to work with numbers and the concept of time.

Highlighting special family events on the calendar can make the learning process more meaningful.

Together with the student, listen to or watch the daily weather forecast on radio or television. Review the meaning of the term *forecast* with the student. On Day 18 of this module, the student will prepare a Weather Graph using the information charted on the calendar.

Ask the student to monitor the weather throughout the day to see if it matches the forecast.

**Math Time** (Time recommended: 45 minutes)

The student works on Module 9: Day 1 in the math program.

**Music and Movement** (Time recommended: 45 minutes)

Do the following stretching activities a few times today and throughout the module as a break and as a cool down after doing any physical activities. Perform the stretches with your student.

Hold each stretch for 15 to 20 seconds. Emphasize that stretches should never hurt. Stretch just until you feel it. Use different stretches or adjust the movements to meet your student's physical capabilities.

- Reach for the sky with your arms outstretched.
- Stand on your toes and reach for the sky.
- Clasp your hands behind your back and lift your arms up until you feel the stretch.



- Put your arms over your head and hold the elbow of one arm with the hand of the other arm. Gently pull the elbow behind your head. Repeat with the other arm.
- Sit in a comfortable position and very slowly roll your neck to one side. Keep your back straight. Repeat in the other direction.
- Lie on your back and put your legs up on a wall. Keep your lower back flat. Your bottom should be about 10 cm from the wall. Stay like this for at least one minute.
- Raise your eyebrows and open your eyes as wide as possible. At the same time, open your mouth as wide as possible and stick out your tongue. Hold this for 5 to 10 seconds. This stretch takes the tension from the face and will make you smile.

Play “The World Is a Rainbow” while the student sings to it and does the balancing activities. Consider playing it a few times today and on Day 2 as a break.

**Language Arts** (Time recommended: 60–90 minutes)

The student reads and responds to the selection “Wind.”

A sample chart is provided.

<b>Kinds of Wind</b>	<b>Words That Describe Winds</b>	<b>Words That Tell What the Wind Does</b>
breeze	light	blows
hurricane	strong	roars
gust	sudden	whooshes

**Journal Time** (Time recommended: 10 minutes)

The student responds to the poem “Wind” in the Reading Response section of his or her journal.

**Assignment Booklet:** The student writes sentences using words from the selection “Wind.”

**A Windy Scene**

Print the module number and day (M9D1) on the captioned cartoon. This assignment will be submitted to the teacher on Day 9. Make sure the student’s name is on it.

## **Lunch**

### **Silent Reading** (Time recommended: 10 minutes)

If the student subscribes to periodicals, such as *Owl*, *chickaDEE*, *Wild: The Wildlife Magazine for Kids*, or *Your Big Backyard*, he or she can read them now. If not, have the student select a story from a library book he or she has borrowed. Other reading material may include comic books or a story from the resources listed.

It is important that both of you read silently for ten to fifteen minutes. Each of you chooses separate reading material. There can be no talking once the reading begins, even to help the student with a word.

Encourage the student to use reading strategies if he or she is having a difficult time with a word.

Remember, you are modelling silent reading. Become involved with your reading material.

As this is silent time, try to prevent interruptions that may occur.

Make sure the reading material the student has will be all that he or she needs during reading time.

When you have finished reading, take a few minutes to discuss what you each have read. Talk about the impressions and feelings you each had while reading. As a reading model, be excited about silent reading time. Be enthusiastic about discussing what you have read.

### **Phonics** (Time recommended: 20–30 minutes)

Review the concepts taught in the phonics book as needed with the student. Have the student read the fold-out booklets from the book on a regular basis. The student may read these during Silent Reading time.

Dictation will be given on a regular basis as a phonics review and reinforcement.

Dictate the following sentences with words containing the diphthongs *ou* and *ow*:

1. Did you see a mouse in the box?
2. My mother loves flowers.
3. Put this towel on the cow.
4. We live in a small house.

The words with the diphthong *ou* are **mouse** and **house**. The words with the diphthong *ow* are **flowers**, **towel**, and **cow**.



**Health and Life Skills** (Time recommended: 60–90 minutes)

The focus is on identifying and developing plans to use when dealing with pressure to engage in behaviour that is uncomfortable or inappropriate.

Discuss other things Nancy could have said or done in this situation. Learning to say no is an important skill. Nancy refused to steal the bracelet by saying she didn't want to because it was wrong. Her plan to offer to buy it for Beth worked well in this situation. Point out the physical repercussions of stress. Nancy's stomach began to hurt when Beth challenged her to steal the bracelet, but when she refused to steal it, the pain was gone. Nancy was relieved and was ready to look for new friends on her street. You might also talk about how Nancy could tell an adult about what happened.

Talk about how saying no feels. At first you may feel sad or guilty when people you wish to be friends with turn away from you. However, in the end, you will feel relieved and confident you made the right decision.

You might share your own experiences with the student about times you have felt pressured to do things you didn't want to do and how you resisted that pressure.

**Assignment Booklet:** The student responds to the story “Nancy’s Decision.”

**Looking Back** (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete Day 1: Learning Log in the Assignment Booklet.

**Story Time** (Time recommended: 10 minutes)

Select a book from the Suggested Resources to read aloud to the student. Or you may read a book of the student's choosing. This could be a chapter book. Read one short chapter a day. If the chapters are long, read a few pages.

**Sharing Time** (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

## Day 2

## Materials You Need Today

## General Supplies

- ☐ box containing required materials

## Calendar Time (if you are continuing this activity)

- ☐ current month's calendar and materials

## Math Time

- ☐ Grade Two Mathematics program

## Journal Time

- ☐ journal

## Language Arts

- ☐ *Collections: Feel the Power*

## Silent Reading

- ☐ books, magazines, or other favourite reading material

## Looking Back

- ☐ Thematic Assignment Booklet 9A  
– Day 2: Learning Log

## Story Time

- ☐ mutually chosen reading material

**Calendar Time** (Time recommended: 10 minutes)

Follow the daily procedure if your student is continuing the Calendar Time activities.

**Math Time** (Time recommended: 45 minutes)

The student works on Module 9: Day 2 in the math program.

**Journal Time** (Time recommended: 10–15 minutes)

The student writes in the Personal Writing section of his or her journal.



**Language Arts** (Time recommended: 60 minutes)

The student responds to the selection “Wind.”

The following are additional questions to ask the student during editing and revising conferences:

*Importance of Content*

What is the most important idea in your writing? Why is that important? What do you want the reader to feel? What do you want the reader to see in his or her mind after reading what you’ve written?

*Development of Writing Skills*

Was the writing easy or difficult for you? Why? Why did you use a (capital letter, quotation mark, question mark, comma, and so on) here? Show me three words you know you’ve spelled correctly. How do you know they’re correct? Where can you go to find the correct spelling? Did you try something new (dialogue, multiple paragraphs, descriptive words, etc.) in your writing?

*Attitude*

What did you like best about the writing? Why? What can you do now as a writer you couldn’t before? What do you want to do better as a writer? How can I help you?

**Write About It**

Print the module number and day (M9D2) on the story of the worst windy day. This assignment will be submitted to the teacher on Day 9. Make sure the student’s name is on it.

**Paint It**

Print the module number and day (M9D2) on the painting of a windy day. This assignment will be submitted to the teacher on Day 9. Make sure the student’s name is on it.

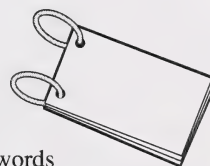
**Lunch****Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

**Words I Use Often** (Time recommended: 15 minutes)

At the end of Module 8, the words from the Word Wall were removed and placed on rings to make two booklets:

- one on coloured index cards containing high-frequency, or frequently used, words
- the other on white index cards containing theme words or personal interest words and words from the stories



On occasion, review the cards in the ringed booklets, with an emphasis on the high-frequency words, which are on coloured cards.

Today you will start a new collection of words for this module. The student will learn to recognize these words at a glance, without pausing to sound them out.

Today's high-frequency words are *learned* and *brought*. Print each word on a coloured index card. Show the words, one at a time, to the student. If the student can read the word at a glance, tape it to the Word Wall. If the student cannot read the word, help him or her by doing these activities:

1. Print a short sentence in which the new word has been replaced by a blank line. Have the student print the new word on the line and then read the sentence aloud.
2. Print the word on a piece of paper and focus the student's attention on individual letters. Ask questions like the following:
  - What is the beginning sound?
  - What is the name of the letter that makes the sound?
  - What is the ending sound?
  - Which word has the consonant blend *br*?
3. Ask the student to look for smaller words or familiar parts in the new word.
4. Have the student spell the word aloud while printing on paper.
5. Make a list of words that rhyme with the new words and contain the same word endings or beginnings, such as *learned* and **burned** and *brought* and **fought**.

**Phonics** (Time recommended: 20 minutes)

Dictate the following sentences with words containing *ow*.

1. That clown is very funny.
2. I love the flowers in your garden.
3. Throw me the ball.
4. Did you hear the wind blow?

The words with *ow* that have the long *o* sound are *throw* and *blow*. The words with the diphthong *ow* that have their own sound are *clown* and *flowers*.

**Health and Life Skills** (Time recommended: 60–90 minutes)

The focus is on identifying sources of influence.

**Who Influences You?**

Print the module number and day (M9D2) on the illustrated description of a positive or negative influence. This assignment will be submitted to the teacher on Day 9. Make sure the student's name is on it.

**Looking Back** (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete Day 2: Learning Log in the Assignment Booklet.



**Story Time** (Time recommended: 10 minutes)

Read the book selected for this time.

**Sharing Time** (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

## Day 3

### Materials You Need Today

#### General Supplies

- ☐ box containing required materials

#### Calendar Time (if you are continuing this activity)

- ☐ current month's calendar and materials

#### Math Time

- ☐ Grade Two Mathematics program

#### Music and Movement

- ☐ CD player
- ☐ *Music and Movement in the Classroom* CD #1

#### Language Arts

- ☐ *Collections: Feel the Power*
- ☐ Thematic Assignment Booklet 9A
  - Day 3: Spelling Pre-Test

#### Silent Reading

- ☐ books, magazines, or other favourite reading material

#### Art

- ☐ ribbon or strips of curled paper, black construction paper, pieces of string, large sheet of art paper or poster paper, paints

#### Looking Back

- ☐ Thematic Assignment Booklet 9A
  - Day 3: Learning Log

#### Story Time

- ☐ mutually chosen reading material

**Calendar Time** (Time recommended: 10 minutes)

Follow the daily procedure if your student is continuing the Calendar Time activities.

**Math Time** (Time recommended: 45 minutes)

The student works on Module 9: Day 3 in the math program.

**Music and Movement** (Time recommended: 30 minutes)

Play “The World Is a Rainbow” while the student sings and moves. Consider playing it a few times today and on Day 4 as a break. In addition, a few times today and on Day 4, do the stretching activities listed in Day 1.

**Language Arts** (Time recommended: 90 minutes)

The student reads and responds to the poem “Wind.”

**Action Words**

Print the module number and day (M9D3) on the illustrated action word situation. This assignment will be submitted to the teacher on Day 9. Make sure the student’s name is on it.

**I’m a Poet!**

Print the module number and day (M9D3) on the illustrated poem. This assignment will be submitted to the teacher on Day 9. Make sure the student’s name is on it.

Some weather websites are given in the Student Module Booklet. Because URLs frequently change, you may wish to preview the sites before the student accesses them.

**Lunch****Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

**Spelling** (Time recommended: 15–30 minutes)

Today you will pre-test the student on the six spelling words for this module. The term *pre-test* means that you will test the student’s ability to spell specific words without the opportunity to study or even glance at the words prior to the test.

Study is only required on the words that the student is unable to spell. Further spelling activities will be done on Day 6 with the words the student needs to study.



**Assignment Booklet:** Give the student the spelling pre-test. Do not let the student see the words beforehand.

When giving the pre-test, use the following steps:

- Say the word.
- Say the word in a sentence.
- Repeat the word.

Test the student on these six words:

before	draw
add	yet
become	less

After the pre-test, have the student print each word on a coloured index card (a different colour from the high-frequency word index cards) and tape them on the Word Wall under the appropriate letter.

**Phonics** (Time recommended: 20 minutes)

Dictate the following sentences with words containing the diphthongs *oi* and *oy*:

1. Is that boy your friend?
2. Nothing can spoil the day for Joy.
3. Let's play with my toy train set.
4. Tell me when the oil begins to boil.

The words with the diphthong *oi* are ***spoil***, ***oil***, and ***boil***. The words with the diphthong *oy* are ***boy***, ***Joy***, and ***toy***.

**Art** (Time recommended: 60 minutes)

The student makes a picture in which he or she is flying a kite.

**Enrichment (optional)**

The student may wish to make a kite. Check your local library for books on kite making. The Internet also has websites on making kites.

**Looking Back** (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete Day 3: Learning Log in the Assignment Booklet.

**Story Time** (Time recommended: 10 minutes)

Read the book selected for this time.

**Sharing Time** (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

## Day 4

### Materials You Need Today

#### General Supplies

- ☐ box containing required materials

#### Calendar Time (if you are continuing this activity)

- ☐ current month's calendar

#### Math Time

- ☐ Grade Two Mathematics program

#### Journal Time

- ☐ journal

#### Language Arts

- ☐ *Collections: It Is Snowing*
- ☐ "A Web of Snow" from the Appendix of the Student Module Booklet
- ☐ Thematic Assignment Booklet 9A
  - Day 4: Assignment 3

#### Silent Reading

- ☐ books, magazines, or other favourite reading materials

#### Looking Back

- ☐ Thematic Assignment Booklet 9A
  - Day 4: Learning Log

#### Story Time

- ☐ mutually chosen reading material

**Calendar Time** (Time recommended: 10 minutes)

Follow the daily procedure if your student is continuing the Calendar Time activities.

**Math Time** (Time recommended: 45 minutes)

The student works on Module 9: Day 4 in the math program.

**Journal Time** (Time recommended: 10–15 minutes)

The student writes in the Personal Writing section of his or her journal.



**Language Arts** (Time recommended: 90 minutes)

The student reads and responds to the selection *It Is Snowing*.

**A Web of Snow**

Print the module number and day (M9D4) on the the page called “A Web of Snow.” This assignment will be submitted to the teacher on Day 9. Make sure the student’s name is on it.

**Assignment Booklet:** The student writes sentences using words from the selection *It Is Snowing*.

**Writing About Snow**

Print the module number and day (M9D4) on the paragraph telling what the student likes to do in the snow. This assignment will be submitted to the teacher on Day 9. Make sure the student’s name is on it.

**Enrichment (optional)**

The student may do one or more of the following activities:

1. Paint a snow picture.
2. Write the word for snow in different languages.
3. Make a snowflake out of paper. The Internet has many websites showing how (search for *snowflakes*).

**Lunch**

**Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

**Words I Use Often** (Time recommended: 5–15 minutes)

Today’s high-frequency words are *wind* and *behind*. Print each word on a coloured index card. Show the words, one at a time, to the student. If the student can read the word at a glance, tape it to the Word Wall. If the student cannot read the word, help him or her learn to read the word by doing the activities outlined in Day 2.

**Phonics** (Time recommended: 20 minutes)

Dictate the following sentences with words containing the diphthong *ew*:

1. I like to chew gum.
2. My kitten grew a lot this month.
3. I drew a few pictures today.
4. Let’s make stew for lunch.

The words with the diphthong *ew* are *chew*, *stew*, *drew*, *few*, and *grew*.

**Science/Language Arts** (Time recommended: 60 minutes)

The student is introduced to the Beaufort Scale.

Each day, through to Day 9, observe the wind conditions. Record the observations on a chart like you see in the sample below.

Description of the Wind	Type of Wind
<b>Day 4</b> I saw leaves moving. I also saw a flag.	Gentle breeze
<b>Day 5</b> Large branches were moving.	Strong breeze
<b>Day 6</b> I could feel a breeze on my face.	Light breeze

Begin the observations today. Remember to record the observations on the chart daily.

**Observing Wind**

Print the module number and day (M9D4) on the illustration showing the strength of the wind. This assignment will be submitted to the teacher on Day 9. Make sure the student's name is on it.

**Looking Back** (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete Day 4: Learning Log in the Assignment Booklet.



**Story Time** (Time recommended: 10 minutes)

Read the book selected for this time.

**Sharing Time** (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

## Day 5

### Materials You Need Today

#### General Supplies

- ☐ box containing required materials

#### Calendar Time (if you are continuing this activity)

- ☐ current month's calendar and other materials

#### Math Time

- ☐ Grade Two Mathematics program

#### Music and Movement

- ☐ CD player
- ☐ *Music and Movement in the Classroom* CD #1

#### Language Arts

- ☐ *Collections: Feel the Power*
- ☐ Thematic Assignment Booklet 9A
  - Day 5: Assignment 4

#### Journal Time

- ☐ journal

#### Silent Reading

- ☐ books, magazines, or other favourite reading material

#### Looking Back

- ☐ Thematic Assignment Booklet 9A
  - Day 5: Learning Log

#### Story Time

- ☐ mutually chosen reading material

**Calendar Time** (Time recommended: 10 minutes)

Follow the daily procedure if your student is continuing the Calendar Time activities.

**Math Time** (Time recommended: 45 minutes)

The student works on Module 9: Day 5 in the math program.

**Music and Movement** (Time recommended: 30 minutes)

Play “Purple Cow” while performing the appropriate movements. Consider playing it and doing the stretching activities listed in Day 1 a few times today and on Day 6.

**Language Arts** (Time recommended: 90 minutes)

The student reads and responds to the article “The Power of the Wind.”

**Journal Time** (Time recommended: 10–15 minutes)

The student responds to the article “The Power of the Wind” in the Reading Response section of his or her journal.

**Assignment Booklet:** The student writes sentences using words from the selection “The Power of the Wind.”

**The Wind Does Many Things**

Print the module number and day (M9D5) on the sentences and illustrations describing what wind can do. This assignment will be submitted to the teacher on Day 9. Make sure the student’s name is on it.

**Lunch****Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

**Phonics** (Time recommended: 20 minutes)

Dictate the following sentences with words containing the prefix *re*:

1. When I get up, I remake my bed.
2. Did you rewrite the story?
3. We have to reheat this food.
4. Don’t forget to rewind the clock.

The words with the prefix *re* are **remake**, **rewrite**, **reheat**, and **rewind**.



**Health and Life Skills** (Time recommended: 60 minutes)

The focus is on how to say no to negative influences.

**It's Okay to Say No**

Print the module number and day (M9D5) on the illustration of a character saying no. This assignment will be submitted to the teacher on Day 9. Make sure the student's name is on it.

**Looking Back** (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete Day 5: Learning Log in the Assignment Booklet.

**Story Time** (Time recommended: 10 minutes)

Read the book selected for this time.

**Sharing Time** (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

**Day 6**

**Materials You Need Today**

**General Supplies**

- ☐ box containing required materials

**Calendar Time** (if you are continuing this activity)

- ☐ current month's calendar and materials

**Math Time**

- ☐ Grade Two Mathematics program

**Journal Time**

- ☐ journal

**Language Arts**

- ☐ *Collections: Feel the Power*
- ☐ Thematic Assignment Booklet 9A
  - Day 6: Assignment 5
  - Day 6: Assignment 6

continued . . .

<p><b>Silent Reading</b></p> <p><input type="checkbox"/> books, magazines, or other reading materials</p> <p><b>Looking Back</b></p> <p><input type="checkbox"/> Thematic Assignment Booklet 9A              – Day 6: Learning Log</p> <p><b>Story Time</b></p> <p><input type="checkbox"/> mutually chosen reading material</p>
--

**Calendar Time** (Time recommended: 10 minutes)

Follow the daily procedure if your student is continuing the Calendar Time activities.

**Math Time** (Time recommended: 45 minutes)

The student works on Module 9: Day 6 in the math program.

**Journal Time** (Time recommended: 10–15 minutes)

The student writes in the Personal Writing section of his or her journal.

**Language Arts** (Time recommended: 75–90 minutes)

The student reads and responds to the article “The Power of the Wind.”

**Assignment Booklet:** The student answers questions about the article “The Power of the Wind.”

**I Wonder**

Print the module number and day (M9D6) on the illustrated question about the wind. This assignment will be submitted to the teacher on Day 9. Make sure the student’s name is on it.

Some websites about weather are included in the Student Module Booklet. Because URLs frequently change, you may wish to preview the sites before your student accesses them.

**Words I Use Often** (Time recommended: 15 minutes)

Today’s high-frequency words are *cannot* and *among*. Print each word on a coloured index card. Show the words, one at a time, to the student. If the student can read the word at a glance, tape it to the Word Wall. If the student cannot read the word, help him or her by doing the activities outlined in Day 2.

**Lunch**



**Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

**Spelling** (Time recommended: 30 minutes)

The spelling words for this module are *become*, *before*, *add*, *draw*, *yet*, and *less*. As a result of the pre-test on Day 3, you and the student will know which words need to be practised. Review these words, pointing out the following:

- Look for little words in bigger words.
- Look for consonant blends, such as *dr* in *draw*.
- Use your finger as a pencil to print the word on your arm, desk, or table.
- Say the word slowly to help you spell the word.

If the student could correctly spell all six words given in the pre-test, have him or her practise the personally chosen words from the stories.

Here is the solution to the word search:



**Phonics** (Time recommended: 20 minutes)

**Assignment Booklet:** Dictate the following sentences with the prefix *un*:

1. Will you please unlock the door?
2. I am unable to go with you to the park.
3. I can't untie my shoe.
4. It is unsafe to play outside today.

**Health and Life Skills** (Time recommended: 60 minutes)

The student learns how to act assertively in different situations. Read the following scenarios to the student.

You are in a store and have brought something you want to buy to the cash register. You stand in line. When it is your turn, the clerk ignores you and helps the adult next in line.

You are at a friend's house with two other friends before suppertime. Your friend offers everyone a soft drink. You know your mother doesn't like you to have soft drinks before supper.

You are riding in a car with the windows rolled up. The adult in the front seat lights a cigarette. In seconds the car is full of smoke, and you start to feel sick.

You are having difficulty with a craft project. When you ask your older brother for help, he says he is too busy. You notice he is just watching a television program that he has seen several times.

**Feeling Good About Yourself**

Print the module number and day (M9D6) on the illustrated role-play situation. This assignment will be submitted to the teacher on Day 9. Make sure the student's name is on it.

**Looking Back** (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete Day 6: Learning Log in the Assignment Booklet.

**Story Time** (Time recommended: 10 minutes)

Read the book selected for this time.



**Sharing Time** (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

## Day 7

### Materials You Need Today

#### General Supplies

- ☐ box containing required materials

#### Calendar Time (if you are continuing this activity)

- ☐ current month's calendar and materials

#### Math Time

- ☐ Grade Two Mathematics program

#### Music and Movement

- ☐ CD player
- ☐ *Music and Movement in the Classroom* CD #1

#### Language Arts

- ☐ *Collections: Feel the Power*
- ☐ Aesop's Fables (optional)
- ☐ Thematic Assignment Booklet 9A
  - Day 7: Assignment 7
  - Day 7: Assignment 8

#### Silent Reading

- ☐ books, magazines, or other favourite reading materials

#### Looking Back

- ☐ Thematic Assignment Booklet 9A
  - Day 7: Learning Log

#### Story Time

- ☐ mutually chosen reading material

**Calendar Time** (Time recommended: 10 minutes)

Follow the daily procedure if your student is continuing the Calendar Time activities.

**Math Time** (Time recommended: 45 minutes)

The student works on Module 9: Day 7 in the math program.

**Music and Movement** (Time recommended: 60 minutes)

The student reviews rhythmic notation by reviewing quarter notes and quarter rests. Remind the student to clap on each quarter note and not on the rests. Count to four slowly throughout each measure as you point to each note or rest.

To write a simplified rhythmic notation for a quarter rest, draw a Z and then place a C connected to the bottom of the Z.



Have the student perform the balancing activities. Play “The World Is a Rainbow” or “Purple Cow” while the student sings to it. Consider playing it and doing the stretching activities listed in Day 1 a few times today and on Day 8 as a break.

**Language Arts** (Time recommended: 75–90 minutes)

The student reads and responds to the article “The Power of the Wind.”

Sample action words are provided.

whips	slaps	beats	stirs up
whirls	throws	swings	spins
rages	rushes	crashes	lunges
snaps	cracks	breaks	splits
hurls	throws	flings	fires

**Assignment Booklet:** The student chooses action words.

**More Action Words**

Print the module number and day (M9D7) on the story or paragraph using action words. This assignment will be submitted to the teacher on Day 9. Make sure the student’s name is on it.

**Enrichment (optional)**

The student could use the information in the article and other resources to make a chart listing the kinds of winds and connecting them to places in the world where they are common. The student could label the locations on a blank map of the world.

The student may be interested in researching different winds. Information about types of wind can be found by going to <http://www.yahooligans.com> and searching for *chinook* or *tornadoes*.

**Lunch**

**Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

**Spelling** (Time recommended: 20–30 minutes)

The student reviews rules for writing correctly.

**Assignment Booklet:** The student writes sentences that contain the words from the spelling pre-test: *become, before, add, draw, yet, and less*.

**Phonics** (Time recommended: 20 minutes)

Dictate the following sentences with words containing the prefix *dis*:

1. I don't like to disobey my parents.
2. Why do you always disagree with your sister?
3. That was a disloyal thing to do.
4. Why do you dislike oranges?

The words with the prefix *dis* are *disobey, disagree, disloyal, and dislike*.

**Language Arts/Drama** (Time recommended: 60 minutes)

The student reads and dramatizes an Aesop fable.

**Wind and Sun**

Print the module number and day (M9D7) on the illustration of a scene from “Wind and Sun.” This assignment will be submitted to the teacher on Day 9. Make sure the student's name is on it.

**Enrichment (optional)**

The student may do one or more of the following activities:

1. Read more of Aesop's fables. Borrow a book from the library or visit the Internet. This website has many of the fables:

**<http://www.aesopfables.com>**

2. Act out one or more fables.
3. Make puppets to dramatize a fable. The student can draw and colour the characters on paper, cut them out, and paste them on craft sticks.



**Looking Back** (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete Day 7: Learning Log in the Assignment Booklet.

**Story Time** (Time recommended: 10 minutes)

Read the book selected for this time.

**Sharing Time** (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

**Day 8**

**Materials You Need Today**

**General Supplies**

- ☐ box containing required materials

**Calendar Time** (if you are continuing this activity)

- ☐ current month's calendar and other materials

**Math Time**

- ☐ Grade Two Mathematics program

**Journal Time**

- ☐ journal

**Language Arts**

- ☐ Thematic Assignment Booklet 9A
  - Day 8: Assignment 9

**Silent Reading**

- ☐ books, magazines, or other favourite reading material

**Looking Back**

- ☐ Thematic Assignment Booklet 9A
  - Day 8: Learning Log

**Story Time**

- ☐ mutually chosen reading material

**Calendar Time** (Time recommended: 10 minutes)

Follow the daily procedure if your student is continuing the Calendar Time activities.

**Math Time** (Time recommended: 45 minutes)

The student works on Module 9: Day 8 in the math program.

**Journal Time** (Time recommended: 10–15 minutes)

The student writes in the Personal Writing section of his or her journal.

**Language Arts** (Time recommended: 90 minutes)

The student reads and responds to the selection “Wind and Storms.”

**Assignment Booklet:** The student writes sentences using words from the selection “Wind and Storms.”

**Interesting Facts**

Print the module number and day (M9D8) on the three interesting facts and an illustration. This assignment will be submitted to the teacher on Day 9. Make sure the student’s name is on it.

**Enrichment (optional)**

The student may be interested in researching storms further. Check your local library or the Internet for resources.

**Lunch****Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

**Words I Use Often** (Time recommended: 15 minutes)

Today’s high-frequency words are *able* and *dog*. Print each word on a coloured index card. Show the words, one at a time, to the student. If the student can read the word at a glance, tape it to the Word Wall and select a new word to study. If the student cannot read the word, help him or her by doing the activities outlined in Day 2.

**Phonics** (Time recommended: 20–30 minutes)

Dictate the following sentences containing synonyms:

1. I will sleep while you nap.
2. Omar is my friend and I am his pal.
3. I’m glad that I made you happy.
4. That little puppy is so small.

The synonyms are *sleep* and *nap*; *friend* and *pal*; *glad* and *happy*; and *little* and *small*.

**Health and Life Skills** (Time recommended: 60 minutes)

The student learns about organizational skills.

**Get Organized**

Print the module number and day (M9D8) on the paragraph about organizational skills. This assignment will be submitted to the teacher on Day 9. Make sure the student's name is on it.

**Looking Back** (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete Day 8: Learning Log in the Assignment Booklet.

**Story Time** (Time recommended: 10 minutes)

Read the book selected for this time.

**Sharing Time** (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

**Day 9**

**Materials You Need Today**

**General Supplies**

- ☐ box containing required materials

**Calendar Time** (if you are continuing this activity)

- ☐ current month's calendar and materials

**Math Time**

- ☐ Grade Two Mathematics program

**Music and Movement**

- ☐ CD player
- ☐ *Music and Movement in the Classroom* CD #1

**Language Arts**

- ☐ *Collections: Feel the Power*
- ☐ Thematic Assignment Booklet 9A
  - Day 9: Assignment 10

**Journal Time**

- ☐ journal

continued ...



**Silent Reading**

- ☐ books, magazines, or other favourite reading material

**Health and Life Skills**

- ☐ Thematic Assignment Booklet 9A
  - Day 9: Assignment 11

**Looking Back**

- ☐ Thematic Assignment Booklet 9A
  - Day 9: Learning Log

**Story Time**

- ☐ mutually chosen reading material

**Calendar Time** (Time recommended: 10 minutes)

Follow the daily procedure if the student is continuing the Calendar Time activities.

**Math Time** (Time recommended: 45 minutes)

The student works on Module 9: Day 9 in the math program.

**Music and Movement** (Time recommended: 45 minutes)

Play “Everybody Has Music Inside” while the student sings to it. Consider playing it and doing the stretching activities listed in Day 1 a few times today and on Day 10 as a break. Have the student perform the rolling activities.

**Language Arts** (Time recommended: 75 minutes)

The student reads and responds to the selection “Ruby’s Storm.”

Following is a sample storm web.



**Journal Time** (Time recommended: 10 minutes)

The student responds to the selection “Ruby’s Storm” in the Reading Response section of his or her journal.

**Assignment Booklet:** The student writes sentences using words from the selection “Ruby’s Storm.”

**Lunch**

**Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

**Phonics** (Time recommended: 30 minutes)

Dictate the following sentences containing antonyms:

1. Do not stop when I tell you to go.
2. Grampa won and Ruby lost.
3. I am well but my mother is sick.
4. I love oranges but hate lemons.

The antonyms are *stop* and *go*; *won* and *lost*; *well* and *sick*; and *love* and *hate*.

**Health and Life Skills** (Time recommended: 90 minutes)

The student learns about safe and responsible use of medication.

**Assignment Booklet:** The student writes about ways to feel better when you are sick. Print the module number and day (M9D9) on the student's first draft. Submit it to the teacher today. Make sure the student's name is on it.

**Looking Back** (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete Day 9: Learning Log in the Assignment Booklet.

**Story Time** (Time recommended: 10 minutes)

Read the book selected for this time.

**Sharing Time** (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

**Send Assignment Booklet 9A and other items for mailing to the teacher now.** Use the **Items for Mailing** checklist at the end of the Assignment Booklet to assemble all the necessary work.





## ASSIGNMENT BOOKLET 9A

Grade Two Thematic  
Module 9A: Days 1–9

### Home Instructor's Comments and Questions

\_\_\_\_\_  
Home Instructor's Signature

### FOR HOME INSTRUCTOR USE (if label is missing or incorrect)

Student File Number:

Date Submitted:

Apply Module Label Here

Name

Address

Postal Code

*Please verify that preprinted label is for  
correct course and module.*

### FOR SCHOOL USE ONLY

Assigned Teacher:

Date Assignment Received:

Grading:

Additional Information:

### Teacher's Comments

\_\_\_\_\_  
Teacher's Signature

Home Instructor: Keep this sheet when it is returned to you as a record of the student's progress.

# INSTRUCTIONS FOR SENDING IN THIS DISTANCE LEARNING ASSIGNMENT BOOKLET

When you register for distance learning courses, you are expected to send in Assignment Booklets for corrections regularly. Try to send each Assignment Booklet as soon as you have completed it. Before sending your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to be sure the spelling and details are correct?
- Is the record form filled out and the correct module label attached?

## MAILING

### 1. Postage Regulations

Do **not** enclose letters with Assignment Booklets.

**Send all letters in a separate envelope.**

### 2. Postage Rates

**Take your Assignment Booklet to the post office and have it weighed. Attach enough postage** and seal the envelope. Assignment Booklets will travel faster if correct postage is used and if they are in large envelopes that are no more than two centimetres thick.

## FAXING

1. Assignment Booklets may be faxed. Contact your teacher for the fax number.
2. All faxing costs are the responsibility of the sender.

## E-MAILING

Assignment Booklets may be e-mailed. Contact your teacher for the e-mail address.

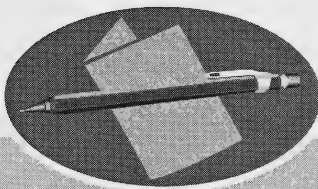


# **Grade Two Thematic**

## **Module 9A**

### **The Wonders of Nature**

#### **ASSIGNMENT BOOKLET 9A**



Learning  
Technologies  
Branch

**Alberta**  
LEARNING

Grade Two Thematic  
Module 9: The Wonders of Nature  
Assignment Booklet 9A  
Learning Technologies Branch

**The Learning Technologies Branch acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Home Instructor's Guide and Assignment Booklet.**

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Learning, <http://www.learning.gov.ab.ca>
- Learning Technologies Branch, <http://www.learning.gov.ab.ca/ltb>
- Learning Resources Centre, <http://www.lrc.learning.gov.ab.ca>

The use of the Internet is optional. Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

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Every effort has been made both to provide proper acknowledgement of the original source and to comply with copyright law. If cases are identified where this effort has been unsuccessful, please notify Alberta Learning so that appropriate corrective action can be taken.

**Assignment 1**

Write sentences using the new words **coat**, **blow**, **icy**, **scarf**, **getting**, and **teeth**.  
Underline the new word in each sentence.

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



6. \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Assignment 2**

Print your answers on the lines.

Think about the story of Nancy and Beth.

1. How did Nancy say no to Beth and her friends?



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Have you ever been pressured by other kids to do something wrong?

Circle  **Yes** or  **No**. What kinds of things did they say and do to pressure you?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. How did it make you feel? Did you go along with them, or did you resist in some way?

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4. Why do you think some kids might do things other kids tell them to even if they know those things are wrong?

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# Learning Log

## Home Instructor's Comments

What have you observed about the student's developing reading skills? Refer to today's reading activity. Check **yes** or **not yet**.

☐ yes☐ not yet

- contributes to the discussion with enthusiasm and without prompting

☐ yes☐ not yet

- relates what happens in the poem to his or her own experiences

Add any comments you have about the student's reading skills or the day's work.

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## Student's Comments

What would you like to tell your teacher about today's lesson?

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# Learning Log

## Home Instructor's Comments

What have you observed about the student's work habits, attitudes, and interests? Check **yes** or **not yet**.

- |                              |                                  |   |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • shows an interest in beginning a new module                   |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • takes responsibility for gathering and putting away materials |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • communicates ideas and opinions willingly                     |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • participates actively in all activities                       |

Add any comments you have about the day's work.

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## Student's Comments

What would you like to tell your teacher about your work today?

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**Spelling Pre-Test**

Listen carefully to the words your home instructor says. Print the words on the lines below.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

# Learning Log

## Home Instructor's Comments

What have you observed about the student's developing writing skills? Refer to today's "I'm a Poet" activity. Check **yes** or **not yet**.

- |                              |                                  |   |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • checks to see that the poem makes sense |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • uses action words in line 2             |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • uses weather words in lines 4 and 5     |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • makes revisions after the first draft   |

Add any comments you have about the student's developing writing skills or about the day's work.

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## Student's Comments

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**Assignment 3**

Write sentences using the new words **nose**, **sky**, **sometimes**, **snowman**, **cry**, and **drops**. Underline the new word in each sentence.

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



5. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Learning Log

## Home Instructor's Comments

What reading strategies does the student use? Check **yes** or **not yet**.

- |                              |                                  |  |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •uses the illustrations  |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •uses knowledge of letter sounds and patterns                                  |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •uses knowledge of word endings and syllables                                  |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •looks for smaller words within big words                                      |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •makes meaningful word substitutions   |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •rereads   |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •asks for help   |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •explains what strategy he or she is using                                     |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •reads aloud to help make meaning  |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •uses context to figure out the meaning of words                               |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •uses voice inflection to show knowledge of punctuation and sentence structure |

Add any comments you have about the student's development in reading or about the day's work.

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## Student's Comments

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**Assignment 4**

Write sentences using the new words **spring**, **everywhere**, **sailboats**, and **rainstorm**.  
Underline the new word in each sentence.

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Learning Log

## Home Instructor's Comments

What have you observed about the student's developing reading skills? Refer to today's activity. Check **yes** or **not yet**.

- |                              |                                  |   |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •puts ideas into his or her own words   |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •includes important details   |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •retells everything that was read rather than focusing on what was read at the beginning or end |

Add any comments you have about the student's developing reading skills or about the day's work.

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## Student's Comments

What would you like to tell your teacher about today?

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**Assignment 5**

Answer each question in a complete sentence.

1. How can the wind help people play?

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2. How do you think the people in Texas feel about Big Blue?

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3. How does a windmill help people?

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4. What kind of wind do you like best? Why?

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5. On the chart, write two important facts about Haboob and two about Willy Nilly.

Wind	Important Facts
Haboob	
Willy Nilly	

**Assignment 6**

Your home instructor will dictate some sentences. Print the sentences on the lines. Circle in red the words with the prefix **un**.

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Learning Log

## Home Instructor's Comments

What have you observed about the student's ability to answer different types of questions? Refer to the "I Can Answer That!" activity. Check **yes** or **not yet**.

- |                              |                                  |   |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •uses the text as a basis for answers                               |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •makes inferences (to draw conclusions by reasoning about the text) |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •summarizes information   |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •uses a chart to summarize information                              |

Add any comments you have about the student's developing ability to answer questions or about the day's work.

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## Student's Comments

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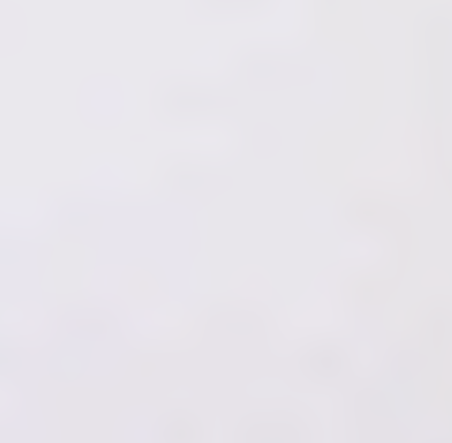
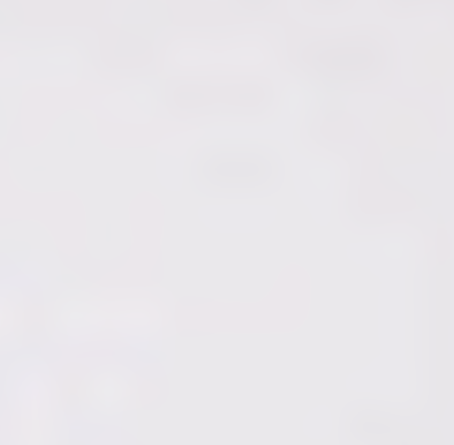
## Assignment 7

1. You can make these sentences more interesting by using different action words from the boxes. For each sentence, choose two action words that can replace the word in bold. The first one is done as an example.

sailed	raced	crashed	asked	crawled
replied	drifted	hopped	hurl	dashed
leaped	beat	answered	sleep	fire

a. <b>Throw</b> the ball way out into the field.	fire hurl
b. The beach ball <b>moved</b> on the lake.	
c. "Yes, I can see the rainbow," he <b>said</b> .	
d. Pam <b>ran</b> out to meet her grandmother.	
e. The hail <b>hit</b> against the car.	
f. A green grasshopper <b>moved</b> along the sidewalk.	

2. Pick two of the sentences and rewrite them using one of the new action words for each. Draw the action in each sentence in the box beside it.

[illegible]

**Assignment 8**

Write a sentence with each of these words:

1. before      2. less      3. draw      4. yet      5. become      6. add

Underline the spelling word in each sentence.

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Learning Log

## Home Instructor's Comments

What have you observed about the student's development in writing? Refer to the "More Action Words" activity. Check **yes** or **not yet**.

- |                              |                                  |   |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •recognizes action words                        |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •suggests alternative words for action words    |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •chooses alternative words to improve sentences |

Add any comments you have about the student's development in writing or the day's work.

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## Student's Comments

What would you like to tell your teacher today?

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**Assignment 9**

Write sentences using the new words **clouds**, **rain**, **thunder**, and **storms**. Underline the new word in each sentence.

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

# Learning Log

## Home Instructor's Comments

What have you observed about the student's language development? Check **yes** or **not yet**.

- |                              |                                  |  |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • asks questions to gather more information                                    |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • asks questions to clear up misunderstandings                                 |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • listens attentively to the answers to questions                              |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • knows where to look for answers to questions                                 |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • asks questions related to the content of pictures, stories, or conversations |

Add any comments you have about the student's language development or questioning skills.

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## Student's Comments

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**Assignment 10**

Write sentences using the new words **flapped**, **hugged**, **slipped**, **coming**, **rubbed**, and **fighting**. Underline the new word in each sentence.

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



6. \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Assignment 11**

Imagine you are sick. Explain how you feel and what you will do to get better. Is anyone helping you feel better? How? Mention that as well.

Write your first draft on a separate sheet of paper. After you revise and edit it, write the final draft on the lines below. You will send your first draft with revisions to your teacher at the end of today as well. Give your story a title.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

# Learning Log

## Home Instructor's Comments

What have you noticed about the student's ability to work with others? Base your answers on the student's interactions during and outside of school time. Check **yes** or **not yet**.

- |                              |                                  |  |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •works with partners or groups willingly                   |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •helps others  |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •asks others for help                                      |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •takes turns sharing information or ideas                  |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •recognizes own contribution to the group                  |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •uses language to show respect and appreciation for others |

Comment on the student's ability to work co-operatively.

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## Student's Comments

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# Learning Log

Form 1 Teacher's Comments

At the beginning of the lesson, the teacher asked the class to think about the importance of learning and to write down their thoughts. The teacher then asked the class to share their thoughts with a partner. The teacher then asked the class to share their thoughts with the class. The teacher then asked the class to share their thoughts with the class.

Question	Yes	No
1. I am interested in learning.	<input type="checkbox"/>	<input type="checkbox"/>
2. I am motivated to learn.	<input type="checkbox"/>	<input type="checkbox"/>
3. I am confident in my abilities.	<input type="checkbox"/>	<input type="checkbox"/>
4. I am able to learn from my mistakes.	<input type="checkbox"/>	<input type="checkbox"/>
5. I am able to learn from my peers.	<input type="checkbox"/>	<input type="checkbox"/>
6. I am able to learn from my teachers.	<input type="checkbox"/>	<input type="checkbox"/>
7. I am able to learn from my experiences.	<input type="checkbox"/>	<input type="checkbox"/>
8. I am able to learn from my failures.	<input type="checkbox"/>	<input type="checkbox"/>
9. I am able to learn from my successes.	<input type="checkbox"/>	<input type="checkbox"/>
10. I am able to learn from my challenges.	<input type="checkbox"/>	<input type="checkbox"/>

Comments on the student's learning log.

Student's Comments



**Grade Two Thematic—Assignment Booklet 9A**  
**Module 9A: The Wonders of Nature**  
**Items for Mailing**

Indicate with a check mark (✓) that your student has completed the items listed below. Then submit each item along with this checklist to the student's teacher for marking at the time the teacher has requested it.

**Days 1 – 9**

- ☐ Thematic Assignment Booklet 9A  
Ensure all assignments and Learning Logs have been completed.
- ☐ two entries chosen by the student from the Personal Writing section of the student's journal
- ☐ two entries chosen by the student from the Reading Response section of the student's journal

**Day 1**

- ☐ cartoon with a speech balloon

**Day 2**

- ☐ story of the worst windy day experienced
- ☐ painting of a windy day
- ☐ description of a positive or negative influence, drawing (optional)

**Day 3**

- ☐ illustrated action word situation
- ☐ illustrated poem

**Day 4**

- ☐ a web of snow
- ☐ paragraph about what the student likes to do in the snow
- ☐ illustration showing the strength of the wind

**Day 5**

- ☐ sentence and illustration describing what the wind can do
- ☐ illustration of a character saying no

**Day 6**

- ☐ illustrated question about wind
- ☐ illustrated role-play situation

### **Day 7**

- ☐ story or short paragraph using interesting action words
- ☐ illustration from “Wind and Sun”

### **Day 8**

- ☐ three interesting facts about wind and storms and an illustration
- ☐ paragraph about organizational skills

### **Day 9**

- ☐ first draft of the story from Assignment 11 in the Assignment Booklet